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**Gibbon, I. G.** *Unemployment Insurance.* Pp. xvii, 381. Price, 6s. London: P. S. King & Son, 1911.

The present volume, with its detailed analysis of unemployment, and of the operation of unemployment insurance schemes in the various European states, throws considerably less light on the problem than the many books which have preceded it.

Unemployment insurance is of two kinds, compulsory and voluntary. The former has been tried in only a few cases, and with very questionable success, while voluntary insurance, on the other hand, is much more widely extended, although its success is scarcely more noticeable. On the whole, therefore, at the present writing, the net result of unemployment insurance has been anything but satisfactory from the standpoint of the unemployed and of the state administering the insurance. In summing up the results of his study, the author concludes that some form of insurance against unemployment should be issued; that the community should assist financially; that the insurance should be so given as to encourage self help; that the system should be administered from a central agency; that the system should not be compulsory; that voluntary, private organizations should be used as a means for administering the unemployment benefits; that subsidies should be paid in proportion to benefit, and that the machine for administering the unemployment system should be in the hands of a committee of experts.

While the author's subject is one of paramount importance, his treatment of the material is defective. Not only is his compilation of data careless, but he has succeeded in creating a work which makes neither good popular reading nor scientific reference material. The book will appeal neither to the socially minded member of the community nor to the student of the unemployment problem.

SCOTT NEARING.

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**Hall, G. Stanley.** *Educational Problems.* Vols. I and II. Pp. xix, 1424. Price, \$7.50. New York: D. Appleton & Co., 1911.

This work does for the pre-adolescent years of elementary schooling what the earlier "Adolescence" did in the field of secondary education; that is, it examines all the chief activities of the school from the standpoint of the biological and psychological individual. The volumes are as remarkable for what they omit as for what they contain. One would hardly know, except from remote implications, that we live in a social world at all. Everything is biology and psychology; man as a social and economic creature has scant recognition. However, a work must be judged by what it contains, not by what it omits.

The most impressive aspect of these volumes is that they summarize the efforts not only of one mind, but of many minds, for many years. The author says: "For twenty-five years I have lectured Saturday mornings to teachers and to students upon education, and this book is the final revision of parts of this course up to date, ending February, 1911." Clark University